

Brigance Diagnostic
Comprehensive
Inventory of Basic Skills
(Green Level)
(First Edition - 1983)

APH Tactile Supplement
Final Report

Bill Duckworth

Location of Brigance Kit in Archives: Shelf 58

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American Printing House for the Blind
Louisville, Kentucky 40206-0085
1987

Brigance Diagnostic
Comprehensive
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Final Report

In adapting the BRIGANCE DIAGNOSTIC COMPREHENSIVE INVENTORY OF BASIC SKILLS (BRIGANCE), many logistical aspects had to be considered. While it is customary to adapt an instrument in its entirety, this was not feasible with the BRIGANCE.

The APH TACTILE SUPPLEMENT is designed to be used in conjunction with the Print Edition of the Inventory. The Supplement merely makes possible alternative tactile testing for the print material with additional directions and suggestions where appropriate.

Often, with slight modification of the directions to the student, the print directions can be used as they are written while using the Tactile Supplement's student worksheet. The labels included with the Introduction are to be placed on the pages of the Curriculum Associates edition of the BRIGANCE. The direction, "Place on page ." at the top of each label tells the teacher on which page the label should be applied. When this labeling is done the teacher can use the Inventory as intended, turning to the APH TACTILE SUPPLEMENT only when directed for alternative ways and materials in testing the blind student. An explanation of each label is given later in this paper.

It was decided to develop the tactile adaptation of this particular inventory as a supplement for several reasons. The Print Edition of the Inventory not only gives evaluation directions but has many supplemental alternative testing ideas as well as appropriate notes on the body of knowledge being tested. To have reproduced all of this as well as the many pages of tactile information needed would have produced a much more voluminous tactile inventory than the present five volumes.

In that the Inventory was designed with individualized instruction in mind, it is extremely useful in the educational

planning for a blind student. Many of the student test sheets in the Print Edition had to be divided onto as many as 5 tactile sheets so the Inventory is clumsy to administer and very time consuming. The Introduction to the APH TACTILE SUPPLEMENT (attached) indicates this and urges the user to choose the areas to be tested by using norm referenced data to find areas of weakness. Few of the subtests that are designed for group administration with sighted students can be done so with blind students.

In its design it was decided that the administrator of the Inventory must know braille. The FORMAT of the student's braille page is seldom the same as it is in the Print Edition.

In the APH TACTILE SUPPLEMENT there is an arrangement in format that should be investigated before administration. In Volume I, some of the concepts are assessed with graphic display and others need concrete objects. When this happens, the graphic displays on the page are put in numerical order but, of course, some have been left out. The print number is evident beside each concept to be tested, so this should cause no problem with the student as the teacher is placing the student's fingers on the display to be assessed.

Each page of the APH TACTILE SUPPLEMENT is numbered, in order, with a number in brackets to the right. The "S" indicates the student page. The teachers directional page in both the Print Edition and the Supplement corresponds with this number. The bracketed number is the corresponding page in the Print Edition of the Inventory. When directions refer to a page number in the APH Supplement the bracketed number will be used as the reference. This is important as the page in brackets is the reference page for the student Comprehensive Record Book.

When a skill to be evaluated cannot be used with the blind student, often alternatives are suggested in the Print Edition. One activity calls for the student to take 2 steps and kick a ball. For evaluation purposes this most likely will not be meaningful at the designated age/grade of 6/1. But perhaps the activity, or some variation, might make a good gross-motor activity. Some blind students could also learn to jump rope, another gross-motor testing activity. It is most unlikely, however, that a blind student will be able to accomplish some of the tasks (e.g., gross-motor skills) at the age/grade indicated in the Brigance materials. Examples such as this are given in the Introduction to the APH TACTILE SUPPLEMENT.

Furthermore, when a skill is marked "not appropriate for the blind," there yet may be aspects of the activity which might be useful for training purposes. An example, on page 6

in the Print Edition, would be the recognition of colors. While this activity must be marked nonapplicable, supplemental assessment number 3 discusses the association of object or situation and color. To participate in life, the blind student will need to know about such things as red lights and the like, so there are educational implications in even those activities where assessment will not take place. It might be said here that one of the most useful aspects of these materials is that careful study can give the good teacher ideas in planning for the blind student. No activity should be completely dismissed as nonapplicable as the pondering of each of these steps will give a teacher many ideas for the planning of curricular activities. The APH TACTILE SUPPLEMENT Introduction emphasizes this and also that the Print Edition should always be studied before opening the Supplement.

As the Brigance materials were carefully evaluated for the purposes of a tactile adaptation it became very clear that they should not be considered a screening device, nor could the teacher consider evaluating a child, or children, in one sitting. The considerations of applicability to the student's daily routine need to be considered carefully for each activity. While all directions and evaluative instruments should be inspected carefully before administration, it is especially important with these materials. While an approach has been carefully designed in the APH TACTILE SUPPLEMENT, much else needs to be considered, by the teacher, before the presentation of an activity.

It also needs to be determined which of the Brigance activities should be done individually with a student and which of the activities can be done in a group situation. As indicated earlier it is more than likely, with the tactual learner, that most of the activities should be done individually so that individual observation can take place. All of the directions in the APH TACTILE SUPPLEMENT call for an individual evaluation.

While the Brigance materials feature the Inventory as an assessment that can be given, with supervision, by a paraprofessional, it is recommended that this not be done with a blind student. Too many incidental observations of value can be made during the Inventory by the teacher and give additional ideas for the writing of the IEP.

Some of the pages in the Brigance materials are designed for photocopying so that the student may mark or write directly on the page. Where suitable, a thermoform copy can be made of a Supplement page if the teacher wishes. However, most of these pages can be handled by the student giving an oral response or by reading the page and then respond by using

writing materials. The exception to this are 16 pages that are packaged in an envelope marked, "Supplement to Volume IV." These pages cover simple fractions related to quantity and should be thermoformed. The assessment requires circling of objects. Instructions for these are on pages 320-323 [266-267] of Volume IV.

THE FOLLOWING EXPLANATIONS OF THE LABELS APPEAR AS THEY ARE WRITTEN IN THE INTRODUCTION TO THE APH TACTILE SUPPLEMENT.

Due to the need for brevity, the information on the label to be placed in the Print Edition of the Brigrance is of a general nature and consequently could be misunderstood. Below is a list of the contents of each of the 5 labels, followed with an explanation of the directions on each one.

```
*****
Place on page .
This activity is not appropri-
ate for the blind. If there
are alternative assessments,
review for possibilities.
*****
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This label will be attached to a page where the activity cannot be evaluated with a blind student. An instance would be the naming the colors of various objects on the student's work page. In this instance there are no training activities which can be used with the student for the main activity being evaluated. However, as stated before, colors do have an object and situational application that should be taught the student. In the case of colors (on page 6 of the Print Edition) there is a Supplemental Assessment mentioned that should be used as an assessment and made note of by the teacher for training activities. When this label is used, investigate the activity carefully to determine related assessment and training aspects. If there are no alternative related assessments on a skill assessment which is nonapplicable for the blind, mark the Comprehensive Record Book n/a for that particular skill.

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*****
Place on page .
For adapted material turn to
page      in the APH
Tactile Supplement.*
*****
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This label is used when a graphic, oral, or concrete representation can more readily evaluate the blind student's knowledge of a particular skill, or series of skills. In this case the activity, with adapted directions, will appear in your

APH Tactile Supplement. If an asterisk is used some concrete objects may be needed in the testing of the concept.

Determine which of these skills
can be tested as written. Go
to page in the Supplement
for additional ideas.*

This label would appear on a page where some of the activities cannot be used or where a modification of these activities would not be evaluating the same skill. Here you would mark the appropriate place in the Comprehensive Record Book n/a for nonapplicable, making a note for any suggested training activities. In that each assessment procedure includes the objective for the skill being assessed, the teacher can not only use those criterion-referenced activities included but can go further to develop activities that are specifically for the blind student. While the Inventory is quite inclusive, it is important to keep in mind, or to think of the Inventory as assessing minimum competencies (check Appendix C of the Print Edition of the Inventory). The APH Tactile Supplement, in this case, would be more general in suggesting training activities. If an asterisk appears on this label, some of the activities would be better evaluated using concrete objects. Your APH Supplement will have suggestions on some ways to do this and the types of objects that will be needed.

In the case of GRAPH AND MAPS, the skills can be tested but the size of the graphs and maps in the Inventory, if adapted in entirety, would not have fit the format of the test. It is felt that teacher-made or existing graphs and maps are more appropriate. The Introduction advised the teacher to read pages 220 through 227 in the Print Edition carefully to determine which activities are appropriate and then determine what materials are needed. While many teachers and professionals indicate that much of map reading isn't meaningful to the blind, there is no data backing this up. While teaching these skills is time-consuming there is good educational reasoning to support doing so. Raising our expectations in this area might well be in order.

A great deal is said about the appropriateness of graphic displays for the braille reader which represent concrete objects. Arguments both for and against sound pretty good on the surface. Consider, however, that when we begin to explore pictorial representation that many aspects of concrete objects and ideas must be learned by the sighted student. We forget this as many of these representations become as meaningful and

real to us as the actual object or idea that they represent. We really don't know enough about graphic displays in reference to descriptive words, for instance, such as thick/thin as compared to wide/narrow. You can use the same type of graphic lines to question either of these concepts but can do much more, with greater realism, using pictorial displays.

Place on page .
Determine which of these skills
can be tested, marking the
record booklet n/a for those
that cannot.

This label is used when some of a series of skills can clearly be evaluated with modification of the directions and some of them cannot be used with any amount of modification. Use the n/a for nonapplicable. The Print Edition suggests using DNA for "Did not administer."

Place on page .
Evaluate as written. Modifi-
cation may be needed as to the
wording of the directions.

This label means simply what it states. The caution here is that the teacher will want to read the activity carefully before presentation, making notes as to any modification needed for the assessment.

Five Comprehensive Record Books from the Publisher are enclosed with each Brigrance Kit. If additional record books are needed they can be obtained from Curriculum Associates. We do not include a Class Record Book with the APH Tactile Supplement but a teacher might wish to read page XV on the value of using the Class Record Book and obtain one from Curriculum Associates. The Class Record Book forms a convenient matrix of skills assessed, skills mastered, and objectives set for 30 students. Also, three-part, no-carbon-required IEP Objective Forms streamline IEP development and reduce paperwork. These forms may also be obtained from Curriculum Associates. There are four of these forms and the description of their use can be obtained from the publisher's catalog. The publisher's address is:

Curriculum Associates
5 Esquire Road

North Billerica, MA 01862-2589

Since the BRIGANCE Kit is quite an undertaking in production and a large item for inventory it was determined that a survey be conducted through Special Net to determine the number to produce on the first printing. The response of this was a definite order of 30 copies. It was determined from this limited survey that a first printing of 100 copies would be made with an overrun of 3 copies (Two for the author and publisher as per our original permission agreement and one control copy for the archives). The price for these original 100 copies will be adjusted to be averaged over 200 copies. A "New Item" brochure was also distributed on this test. Other than the "Roughness Discrimination Test" and the "Tactile Test of Basic Concepts," developing brochures for tests has not been a practice.

The file concerning this adaptation is headed, "Tests--Brigance."

The contents of the APH TACTILE SUPPLEMENT KIT and the catalog entry follow:

Contents of APH Brigance Kit

1. 5 volumes of testing materials.
2. 16 separate braille sheets in envelope marked, "Supplement to Volume IV."
3. Print Introduction of 9 pages.
4. 9 sheets of gummed labels.
5. 5 Comprehensive Record Books. Available from:
Curriculum Associates (see above address)
(Ten Pack catalog number CA681)
(100 Pack catalog number CA682)

Catalog Entry

Brigance Diagnostic Comprehensive Inventory of Basic Skills:
APH Tactile Supplement (Green Level). Curriculum Associates, 1983.
K-9.

Kit includes volumes I-V, Introduction, 16 sheet supplement to volume IV, 9 sheets of labels, and 5 student Comprehensive Record Books.....5-17680

Section Locations of the APH Tactile Supplement and the Print Edition

Volume I

Section	Page
A. READINESS	1 [1]
B. SPEECH	21 [44]
C. WORD RECOGNITION GRADE PLACEMENT	25 [61]
D. ORAL READING	31 [65]
E. READING COMPREHENSION	50 [76]

Volume II

Section	Page
F. WORD ANALYSIS	102 [95]
G. FUNCTIONAL WORD RECOGNITION	134 [129]
H. LISTENING	167 [149]
I. SPELLING	169 [176]
J. WRITING	184 [192]

Volume III

Section	Page
K. REFERENCE SKILLS	201 [208]
L. GRAPHS AND MAPS	229 [220]
M. MATH GRADE PLACEMENT	231 [229]
N. NUMBERS	255 [239]
O. NUMBER FACTS	263 [244]

Volume IV

Section	Page
P. COMPUTATION OF WHOLE NUMBERS	280 [250]
Q. FRACTIONS AND MIXED NUMBERS	313 [261]
R. DECIMALS	350 [279]

Volume V

Section	Page
S. PERCENTS	372 [290]
T. MEASUREMENT	379 [296]
U. METRICS	427 [328]
V. MATHEMATICAL VOCABULARY	442 [328]

ATTACHMENTS:

Memo that accompanied material through brailleing and printing.

Copy of Curriculum Associates Permission Slip.
Introduction to the APH Tactile Supplement.

M E M O 3

To: Mac

From: Bill Duckworth

Re: Brigance Diagnostic Comprehensive Inventory of Basic Skills, APH Tactile Supplement (Green Level). Volume 3.

The following are a list of the aspects we talked about that are important for the various departments involved in this adaptation to keep in mind. I'm sure others will come up as we go along but, I'm here, and I might have answers. As indicated before, some of the following comments were arrived at when I turned the first volume over to Mary Nelle.

1. There is to be no braille title page.
2. The print is to be held here in Research until the braille plates are made and marked with the print they will contain. I will mark proof copies of the plates. There will be 5 volumes of approximately 100 pages each. This depends on how the subtests work out. This first volume had the most graphic drawings. There will be some graphs and maps in the fourth volume.
3. The box of labels for marking plates was delivered with volume 1.
4. I have marked out the paging in the upper right hand corner as it is for guidance only.
5. Running Head can read: bri.green. We will be doing the Yellow Level later so someone might have a better idea. Will we need "bri.green1," " bri.green2," etc. for designation of volumes?
6. No interpoint. Print on the back of each braille page.
7. Page size: 11 1/2 x 11.
8. 25 lines, 38 cells each page.
9. Ring Binding
10. On the graphic pages:
 - a. Red, or circled in red, indicates braille or graphic.
 - b. Black indicates print.
 - c. Green of red indicates instructions^f to the braillest.
11. The paging is odd but we have followed the print format since this is to be a supplement to that edition. They will be

primarily using the Print Edition and should be able to easily move back and forth between the two versions.

Further Suggestions

1. When a page needs dividing I think it would be more expedient to use the dots on PEARL than a row of "c's."
2. Small circles should be totally filled in with dots so that the circle appears raised. (As we did with the KeyMath, Wanda).
3. When wide and narrow bars are compared just make them of dots on PEARL. As you suggested, Wanda, the outside lines are best left off in this case.
4. If ANYTHING looks strange please let me know--it might well be. This copy can't be perfect--it was done by me.
5. There will be 9 pages of labels, 33 on 8 of the pages and 1 on the ninth pages. The teacher will use these labels to place on the pages of the Print Edition and they will enable her/him to either test as the Print Edition specifies, to know when an aspect cannot be tested, or where in the APH Supplement the adapted material is located.
6. The following refers to the final kit.

Contents of APH Brigrance Kit

- a. 5 volumes of testing materials.
- b. 16 seperate braille sheets in envelope marked, "Supplement to Volume IV."
- c. Print Introduction of labout0 12 pages.
- d. 9 sheets of gummed labels.
- e. 5 Comprehensive Record Books. Available from:
 (Ten Pack catalog number CA681)
 (100 Pack catalog number CA682)

Curriculum Associates
 5 Esquire Road
 North Bellerica, MA 01862-2589



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AUTHOR Albert H. Brigance
PUBLISHER Curriculum Associates, Inc.
COPYRIGHT DATE 1983 EDITION 1st Edition 1st printing PUBLICATION DATE 1983

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Carson Y. Nolan

President

August 18, 1983/Duckworth
Date

F.G. Ferguson

Permission is granted in accordance with the terms stated above.

[Signature]
Signature

President
Title

8/21/85
Date

Requested 2 copies of APH Supplement. One for Curriculum Associates and one for author.

**Brigance Diagnostic
Comprehensive
Inventory of Basic Skills
(Green Level)
(First Edition — 1983)**

**APH Tactile Supplement
Introduction**

By Bill Duckworth

**Permission granted by
Curriculum Associates, Inc.
North Billerica, Massachusetts 01862-2589**



**American Printing House for the Blind
Louisville, Kentucky 40206-0085
1987**

5-17680

BRIGANCE DIAGNOSTIC
COMPREHENSIVE
INVENTORY OF BASIC SKILLS

APH TACTILE SUPPLEMENT

The BRIGANCE DIAGNOSTIC COMPREHENSIVE INVENTORY OF BASIC SKILLS is a self-directed inventory. The APH TACTILE SUPPLEMENT must be used in conjunction with the Print Edition of the Inventory. The Supplement merely makes possible alternative tactile testing for the print material with additional directions and suggestions where appropriate. Often, with slight modification of the directions to the student, the print directions can be used as they are written while using the Tactile Supplement's student worksheet.

The labels that are included with this Introduction are to be placed on the pages of the Curriculum Associates edition of the BRIGANCE DIAGNOSTIC COMPREHENSIVE INVENTORY OF BASIC SKILLS. The direction, "Place on page ." at the top of each label, tells you on which page you should apply the label. If there is no room on that page, place the label on the facing student worksheet. Do not cover print directions. If possible place the label at an angle so that it will be noticeable. When this labeling is done the teacher can use the Inventory as intended, turning to the APH TACTILE SUPPLEMENT only when directed for alternative ways and materials in testing a blind student.

There is a saying that, "If you want to be lazy you must do a lot of work up-front." The Brigance materials provide a system whereby this can take place. Using the Brigance materials to evaluate each of your students will take a lot of time in both planning which activities will be used and in the execution of the evaluation. Even though your time is already filled with many activities in today's classroom, DO take the time. No matter what has to be given up, the work done up-front with these materials will be so beneficial, for planning purposes, that much time will be saved as the year progresses. In that the Inventory was designed with individualized instruction in mind, it is extremely useful in the educational planning for a blind student.

If you, the teacher, have not used the BRIGANCE DIAGNOSTIC COMPREHENSIVE INVENTORY OF BASIC SKILLS, you should turn to page vi in those materials and read pages vi through xv. The section pages A through V (those with tabs giving the contents of each section) should also be read carefully before administration. Even if you have used these materials, reviewing these parts of the Print Edition is certainly in order.

As the preceding sections already stated, the Inventory is not an assessment in which you give all parts. The best approach is to find those areas that are lower than grade level on the student's latest achievement test and prepare these parts of the Inventory to administer.

After these pages in the Print Edition have been examined, the following comments are made concerning the evaluation of a blind student.

It is important that the administrator of the Inventory know braille. The FORMAT of the student's braille page is seldom the same as it is in the Print Edition. It is suggested that the teacher remove the print directional page from the Print Edition and place it with the student's Comprehensive Record Book for ease of administering. While at times a braillewriter or slate and stylus are suggested and at other times just writing materials, a word processing program or a typewriter are in order for answering items in writing.

Notice that each page of the APH TACTILE SUPPLEMENT is numbered, in order, with a number in brackets to the right. This bracketed number is the corresponding page in the Print Edition of the Inventory. When directions refer to a page number in the APH Supplement the bracketed number will be used as the reference. This is important as the page in brackets is the reference page for the student Comprehensive Record Book.

In the APH TACTILE SUPPLEMENT there is an arrangement in format that should be investigated before administration. In Volume I, some of the concepts are assessed with graphic display and others need concrete objects. When this happens, the graphic displays on the page are put in numerical order but, of course, some have been left out. The print number is evident beside each concept to be tested, so this should cause no problem with the student as the teacher is placing the student's fingers on the display to be assessed. Look at page S-3 [page S-10] for an example of this.

One good approach in using the Brigance materials is to utilize the information from a norm-referenced achievement test to

determine which testing will be done initially. Using the norm-referenced test scores to determine problematic areas is an efficient means of approaching these materials. Even if the norm-referenced test results are not current this can still be done. If there were problems in the past there is good reason to investigate any of these problematic areas. If the student has difficulty understanding the format of an assessment or the DIRECTIONS of an assessment, test for lower levels (than present operational level) to see if some of a student's present functioning is based on splinter skill learning having taken place in the past.

When a skill to be evaluated cannot be used with the blind student, always think of alternatives. One activity calls for the student to take 2 steps and kick a ball. For evaluation purposes this most likely will not be meaningful at the designated age/grade of 6/1. But perhaps the activity, or some variation, might make a good gross-motor activity. Some blind students could also learn to jump rope, another gross-motor testing activity. It is most unlikely, however, that a blind student will be able to accomplish some of the tasks (e.g., gross-motor skills) at the age/grade indicated in the Brigance materials.

Furthermore, when a skill is marked "not appropriate for the blind," do return to this particular activity to determine what might be useful for training purposes. An example, on page 6 in the Print Edition, would be the recognition of colors. While this activity must be marked nonapplicable, supplemental assessment number 3 discusses the association of object or situation and color. To participate in life, the blind student will need to know about such things as red lights and the like, so there are educational implications in even those activities where assessment will not take place. It might be said here that one of the most useful aspects of these materials is that careful study can give the good teacher ideas in planning for the blind student. No activity should be completely dismissed as nonapplicable as the pondering of each of these steps will give a teacher many ideas for the planning of curricular activities.

As the Brigance materials were carefully evaluated for the purposes of a tactile adaptation it became very clear that they should not be considered a screening device, nor could the teacher consider evaluating a child, or children, in one sitting. The considerations of applicability to the student's daily routine need to be considered carefully for each activity. While all directions and evaluative instruments should be inspected carefully before administration, it is especially important with these materials. While an approach

has been carefully designed in the APH TACTILE SUPPLEMENT, much else needs to be considered, by the teacher, before the presentation of an activity.

Some areas of evaluation (e.g., directional or positional concepts) are better evaluated, with the blind student, using concrete objects. When a label indicates the use of supplemental materials but has an asterisk "*", graphic presentations may be offered for some of the activities on the page while there will be other or additional activities needing the use of concrete objects. While some of the concrete objects may be easily accessible, the teacher will want to prepare carefully for these activities marked with an asterisk as this will enable the evaluation proceedings to go smoothly. Prepare, before the evaluation, those objects needed.

Again, it needs to be stated that this Inventory is not a screening device. Even though screening activities are a possibility at the lowest level of testing, the evaluation results lead directly to planning the student's Individual Educational Plan (IEP). Consequently, the teacher will want to plan the presentation very carefully as to the number of activities to be evaluated at one time and how, specifically, to mark the Comprehensive Record Book.

Additionally, the teacher will be observing much more in the student's behavior than just the direct responses to the questions asked. The teacher should not rely on memory but should keep an additional note pad to record these observations. The individuality of the approach to planning an IEP can be enhanced by this procedure. With students in a one-to-one situation, many bad habits, as well as strengths, may be noted that will not be indicated by a right or wrong mark in the Comprehensive Record Book. Many students have learned a concept or a task in an incidental way but have not truly mastered the concept to the extent that further learning, or concepts, can be built upon this basis without distortion of the information being presented. These achieved skills, with weakness in perception, should be noted by the teacher so that activities may be planned to reorient the student in the concept area being considered.

It also needs to be determined which of the Brigrance activities should be done individually with a student and which of the activities can be done in a group situation. More than likely, with the tactual learner, most of the activities should be done individually so that individual observation can take place. All of the DIRECTIONS in the APH TACTILE SUPPLEMENT call for an individual evaluation.

While the Brigance materials feature the Inventory as an assessment that can be given, with supervision, by a paraprofessional, it is recommended that this not be done with a blind student. Too many incidental observations of value can be made during the Inventory by the teacher which give additional ideas for the writing of the IEP.

Some of the pages in the Brigance materials are designed for photocopying so that the student may mark or write directly on the page. Where suitable, a thermoform copy can be made of a Supplement page if the teacher wishes. However, most of these pages can be handled by the student giving an oral response or by reading the page and then brailleing the item number and response on a braillewriter or a slate and stylus. A typewriter or word processing computer program could, of course, also be used. The exception to this are 16 pages that are packaged in an envelope marked, "Supplement to Volume IV." These pages cover simple fractions related to quantity and should be thermoformed. The assessment requires circling of objects. Instructions for these are on pages 320-323 [266-267] of Volume IV.

Due to the need for brevity, the information on the label to be placed in the Print Edition of the Brigance is of a general nature and consequently could be misunderstood. Below is a list of the contents of each of the 5 labels, followed with an explanation of the directions on each one.

 Place on page .
 This activity is not appropriate for the blind. If there are alternative assessments, review for possibilities.

This label will be attached to a page where the activity cannot be evaluated with a blind student. An instance would be naming the colors of various objects on the student's work page. In this instance there are no training activities which can be used with the student for the main activity being evaluated. However, as stated before, colors do have an object and situational application that should be taught. In the case of colors (on page 6 of the Print Edition) there is a Supplemental Assessment mentioned that should be used as an assessment and noted by the teacher for training activities. When this label is used, investigate the activity carefully to determine related assessment and training aspects.

If there are no alternative related assessments on a skill assessment which is nonapplicable for the blind, mark the Comprehensive Record Book n/a for that particular skill.

Place on page .
For adapted material turn to
page in the APH
Tactile Supplement.*

This label is used when a graphic, oral, or concrete representation can more readily evaluate the blind student's knowledge of a particular skill or series of skills. In this case the activity, with adapted directions, will appear in your APH Tactile Supplement. If an asterisk is used some concrete objects may be needed in the testing of the concept.

Determine which of these skills
can be tested as written. Go
to page in the Supplement
for additional ideas.*

This label would appear on a page where some of the activities cannot be used or where a modification of these activities would not be evaluating the same skill. Here you would mark the appropriate place in the Comprehensive Record Book n/a for nonapplicable, making a note for any suggested training activities. In that each assessment procedure includes the objective for the skill being assessed, the teacher cannot only use those criterion-referenced activities included but can go further to develop activities that are specifically for the blind student. While the Inventory is quite inclusive, it is important to keep in mind, or to think of the Inventory as assessing minimum competencies (check Appendix C of the Print Edition of the Inventory). The APH Tactile Supplement, in this case, would be more general in suggesting training activities. If an asterisk appears on this label, some of the activities would be better evaluated using concrete objects. Your APH Supplement will have suggestions on some ways to do this and the types of objects that will be needed.

In the case of GRAPH AND MAPS, the skills can be tested but the size of the graphs and maps in the Inventory, if adapted in entirety, would not have fit the format of the test. It is felt that teacher-made or existing graphs and maps are more appropriate. Read pages 220 through 227 in the Print Edition carefully to determine which activities are appropriate and then determine what materials are needed. While many teachers and professionals indicate that much of map reading isn't meaningful to the blind, there is no data backing this up. While teaching these skills is time-consuming there is good educational reasoning to support doing so. Raising our expectations in this area might well be in order.

A great deal is said about the appropriateness of tactile graphic displays which represent facets of concrete objects. Arguments both for and against sound pretty good on the surface. Consider, however, that when sighted people begin to explore pictorial representation that many aspects of concrete objects and ideas must be learned concerning these pictorial displays. This is forgotten as many of these representations become as meaningful and real as the actual object or idea that they represent.

Not enough is known about tactile graphic displays in reference to descriptive words, for instance, such as thick/thin as compared to wide/narrow. The same type of graphic lines can be used to question either of these concepts but much more can be done, with greater realism, using pictorial graphics. When you evaluate the knowledge of these four words/concepts with tactile graphic displays you may or may not get information as to the real understanding of these terms in all their uses. If the teacher follows up a tactile graphic display with an actual concrete object, asking the same questions will give more insight. Most probably it will and should be done whenever possible. Some items in the Supplement will have the suggestion that both queries be made. In other instances the possibility may not have occurred to the adapter of the Inventory. Keep this in mind and make notes when a tactile graphic display is being used. It's sound to do this in both the testing situation and in the teaching situation.

Place on page .
Determine which of these skills
can be tested, marking the
record booklet n/a for those
that cannot.

This label is used when some of a series of skills can clearly be evaluated with modification of the directions and some of them cannot be used with any amount of modification. Use the n/a for nonapplicable. The Print Edition suggests using DNA for "Did not administer."

Place on page .
Evaluate as written. Modifi-
cation may be needed as to the
wording of the directions.

This label means simply what it states. The caution here is that the teacher will want to read the activity carefully before presentation, making notes as to any modification needed for the assessment.

Five Comprehensive Record Books are enclosed with this manual. If additional record books are needed they can be obtained from Curriculum Associates. A Class Record Book is not included with the APH Tactile Supplement but a teacher might wish to read page XV on the value of using the Class Record Book and obtain one from Curriculum Associates. The Class Record Book forms a convenient matrix of skills assessed, skills mastered, and objectives set for 30 students. Also, three-part, no-carbon-required IEP Objective Forms streamline IEP development and reduce paperwork. These forms may also be obtained from Curriculum Associates. There are four of these forms and the description of their use can be obtained from the publisher's catalog. The publisher's address is:

Curriculum Associates
5 Esquire Road
North Billerica, MA 01862-2589

Now, review those pages mentioned in the third paragraph of this introduction, determine which activities should be evaluated first, and you're ready to use your APH Tactile Supplement.

Bill Duckworth

Section Locations

Volume I

Section	Page
A. READINESS	1 [1]
B. SPEECH	21 [44]
C. WORD RECOGNITION GRADE PLACEMENT	25 [61]
D. ORAL READING	31 [65]
E. READING COMPREHENSION	50 [76]

Volume II

Section	Page
F. WORD ANALYSIS	102 [95]
G. FUNCTIONAL WORD RECOGNITION	134 [129]
H. LISTENING	167 [149]
I. SPELLING	169 [176]
J. WRITING	184 [192]

Volume III

Section	Page
K. REFERENCE SKILLS	201 [208]
L. GRAPHS AND MAPS	229 [220]
M. MATH GRADE PLACEMENT	231 [229]
N. NUMBERS	255 [239]
O. NUMBER FACTS	263 [244]

Volume IV

Section	Page
P. COMPUTATION OF WHOLE NUMBERS	280 [250]
Q. FRACTIONS AND MIXED NUMBERS	313 [261]
R. DECIMALS	350 [279]

Volume V

Section	Page
S. PERCENTS	372 [290]
T. MEASUREMENT	379 [296]
U. METRICS	427 [328]
V. MATHEMATICAL VOCABULARY	442 [328]

